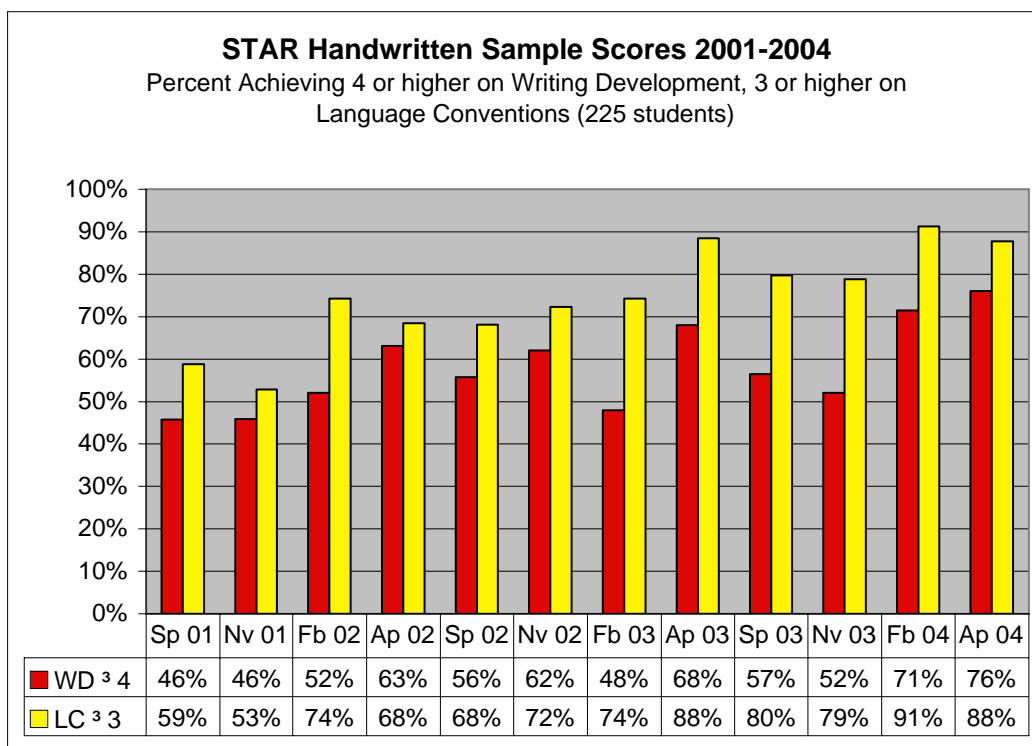


Buddy STAR Writers Project Results: 2001-2004

Though we still have a significant collection of project data to compile and analyze, we have determined the following key findings from the STAR Writers initiative of 2001-2004:

- **Student Scores in Writing have improved project-wide. . .**
 - Writing Development: 69% at ≥ 4 (of 6 possible) in April 04, compared to 46% in Sept. 01
 - Language Conventions: 80% at ≥ 3 (of 4 possible) in April 04, compared to 58% in Sept. 01
 - Achievement results vary by classroom, grade level & school though all have shown improvement
- **Teachers are more confident in their ability to teach writing**
 - At the outset of the project, none of the teachers reported having pre-service training in writing instruction; all reported a distinct lack of confidence in their writing instruction abilities.
- **Students now view selves as “writers”**
 - Student surveys at the beginning of the project showed few (less than 10%) who enjoyed writing. At the end of the project, more than 80% reported they enjoyed or at least “didn’t mind” writing.
- **Instructional focus on writing is visibly evident in participating schools**
 - “Writing skills” was just a phrase on the school improvement plan with little classroom instruction focus evident at the beginning of the project.
 - Daily writing instruction as well as posters encouraging good writing habits and many student writing samples from myriad writing projects covered the walls of the school halls and classrooms by the end of the project.



Among students who participated for a full 3 years, the gains were greatest — a 30 point gain in Writing Development mastery level and a 29 point gain in Language Conventions mastery level.

